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ABSTRACT

The Training Institute for Desegregated Education (TIDE), initiated as a response to requests for services from the Detroit public schools, has as its main purpose the reduction and elimination of problems related to discrimination by race and sex and the desegregation of Detroit schools. This purpose is to be accomplished through inservice training for educational personnel in the Detroit schools. The project, described in this speech, is a joint effort of Wayne State University and the Detroit school district. The emphasis is on team effort to improve the total school program. Evaluation of part of this project indicates that respondents believe group process and community involvement are key elements to building effective teams. (Author)

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INTRODUCTION:

During the 60s the activist, middle-class, and proletariat joined Black people in their protracted struggle for civil rights and the fight against racial discrimination. In the 70s the feminists; militant, burgeoning movement of women at home and the world of work joined the struggle against sex discrimination and for sex equity.

The values of increasing the human potential is a basic question that will be faced if the educational system is to be effective and salvaged. The question of human education continues to emerge amidst the challenges of rising education costs, increasing taxpayer resistance to local taxes, falling student enrollment, heightened tensions between citizen groups, local administrators, unions, and school boards over control of schools and school resources. Even concerns raised about the utility of educational degrees or credentials, the value of the educational path to paid work, and the inequities of school finance, the query of the merit of individual worth is mirrored and measured to the educational leadership.

In this paper will be presented a historical description of a large in-service training and staff development on racism and sexism in an urban school district under court ordered desegregation. For this reason, I have organized this paper in five parts: (1) Title IX; (2) Demographic Data; (3) The Delivery System for In-Service Training; (4) Outcomes; (5) Summary.

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SECTION I

TITLE IX

There is direct relationship to the mission of the Training Institute for Desegregated Education in problems related to race and sex and the sex discrimination law called Title IX.

On July 21, 1975, with the approval of Congress, Title IX became the law of the land. It is the broadest prescription against sex discrimination in education to have emerged from Congress. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...." Title IX affects all levels of educational practice and therefore is a sweeping pronouncement. Title IX was designed to right the wrongs of an educational system which had patently discriminated against girls and women.

It prohibits sex discrimination against most adults employed in educational settings and against students in those settings. Women and men are to receive the same benefits and opportunities for job advancement. Girls and boys are to receive the same instruction and treatment without regard to their gender. Title IX provisions cover recruitment, advertising, hiring, upgrading of positions, promotions, contracting and awarding of tenure, demotion, transfer, layoffs, rehiring, pay rates, job assignments, and seniority, the terms of collective bargaining agreements, pregnancy leaves or leaves for either males or females who must care for children, fringe benefits, employer sponsored activities, selection and financial support for training, and any other term, condition, or privilege of employment. Non-credential, non-certified personnel as well as credentialed staff are beneficiaries of Title IX.

A few aspects of education do not fall under the Title IX law:

Curriculum materials have been excluded from Title IX's provisions because of a legal judgment that their inclusion would violate the First Amendment, a constitutional guarantee of freedom of speech. Some organizations such as YMCA, YWCA, Girl Scouts and Boy Scouts and other single sex "youth service organizations" are exempt from Title IX for various reasons.

The benefits for students covers recruitment as well as admissions policies and practices only to vocational professional and graduate schools and to institutions of public undergraduate education. Where institutions are exempt or non-exempt, once members of both sexes have been admitted, these institutions must treat all students nondiscriminatorily. Treatment includes access to course offerings and extra-curricular activities, participation in course offerings and extra-curricula activities, including campus organizations and competitive athletics.

Physical Education classes are prohibited from being sex segregated, although competitive wrestling, boxing, basketball, football and other bodily contact sports do allow separation.

Elementary schools must be in full compliance in Physical Education one year from the effective date of Title IX.

Secondary and Post Secondary schools must be in compliance with Physical Education no later than three years from the effective date of Title IX regulation. While adjustments are being made in Physical Education Classes, separate classes must be comparable for each sex.

In competitive sports or contact sports, athletics may be provided through separate teams or through a single team open to both sexes. The goal in athletics is to secure equal opportunity yet allowing schools and colleges flexibility in determining how best to provide such opportunity. Factors taken into account to ensure opportunity will include the interests and abilities of both sexes are

reflected, supplies and equipment are provided, scheduling of games and practices, and travel and per diem allowances, opportunities of coaching and academic tutoring both for assignment and pay, facilities, locker room, practice and competitive facilities, medical and training services, housing and dining facilities and services and publicity. The key point is that the assurance is for equal opportunity not equal expenditures.

Counselors may not use testing or other materials for counseling differently for males and females.

One important aspect of Title IX requires institutions to conduct an inquiry into their activities to identify and to eliminate sex discrimination. Another high importance item is the requirement of a grievance procedure. The Training Institute activities supports school systems in their awareness of sex discrimination and race discrimination by working with school staff on an ongoing basis in selected race-sex related problems. These activities are described for you later in this paper. First, I will profile the setting in which the Training Institute for Desegregated Education takes place.

SECTION II

DEMOGRAPHIC DATA

City of Detroit

Detroit, Michigan is a beautiful large urban area which inhabits more than 1,500,000 people during the day and about 1,000,000 plus during the night. Many of the citizens from the metropolitan community travel the busy freeways to work in the city and return to their suburban communities in the evening. The populace is multi-ethnic which is highly visible during the Ethnic Festivals where Americans with origins of Spanish-speaking, Chaldean, Greek, Italians, Black-African, Polish, German, Chinese, Asian - other Oriental and Euro-American nationalities can be seen.

The city is about 140 square miles in area with the population density approximately 10,673 people per square mile. The nation's fifth largest city has a Black-White ratio estimated to be 60% Black and 40% White. The city is governed by an agressive, future-oriented Mayor and City Council.

However, Detroit has been called "Murder City", suffers problems of high unemployment and underemployment, grossly affected by White organized crime, suffers a declining tax base, a public school system that has been historically allowed to deteriorate, a business and residential flight who continue to seek and reap city rewards from suburban sites, and the poor and the black are daily recepients of institutional racism and sexism. The long history of racial conflict in Detroit has reinforced the need which exists today to work toward the elimination of racism; and at the same time provide equal opportunity for all regardless of sex.

Detroit Public School District

This first class school system of more than 10,000 teachers and 240,000 students is a system made up of eight regions. Since January 1, 1971, the Detroit

Public School System has been administratively and politically decentralized by the State Legislative Mandate. Each of the eight Regional Boards of Education are represented by the chairperson on the Central Board of Education. Five members-at-large elected City-wide make up the thirteen member board. The purpose of decentralization is to provide systemic planned opportunity for citizen participation in local school operation.

In August 1975, the Federal Judge Robert DeMascio handed down his desegregation order for the Detroit Public Schools. The order was far-reaching in its effort to strengthen the quality of education in the schools, lacking in the provision of finance to support the educational components, and resulted in reducing racially identifiable white schools through student reassignment and school reorganization.

Among the highlights of the Court Order to be implemented are:

I. Strengthening the quality of Education in

1. Reading and Communication skills
2. In-service training
3. Vocation and Technical Education
4. Testing
5. Student Rights
6. School-Community Relations
7. Counseling and Career Guidance
8. Co-Curricular Activities
9. Bilingual/Multi-Ethnic Studies

II. Reorganizing Schools by

1. Elementary Schools K-5 grades
2. Junior High Schools to Middle Schools 6 - 8 grades
3. High Schools 9 - 12 grades

III. Pupil Reassignment to

1. Assign pupils in selected schools to provide a 70% Black and 30% White student population.

Many variables were taken into consideration including desegregation effect, geographic location of residence, grade level and school capacity.

The (Detroit Public Schools) student population has not generally experienced school success. Test results of 1972, 1973, 1974, 1975, and 1976 consistently show that students in Detroit performed below the national average in Reading and Mathematics. The downward trend in achievement begins somewhere between the 2nd and 3rd grade. Additionally one in every five pupils are average in grade. Compounding the poor academic performance are a host of other factors: A higher percent of Black students are suspended than White students, 72 Black students out of every 10,000 students are suspended compared to 35 White students out of every 10,000. A higher rate of suspensions is seen occurring among Middle School students. Absenteeism among Middle School students is higher, 15% as compared to 11% for all other grades. The drop out rate for Detroit students in High School ranges from 2% to 21% with an average of 12%. According to the report of the Detroit Activities Section, 5,999 crimes were committed in school-related incidents for the 1975-76 school year. Example crimes were 42 homicides, 50 rapes, 667 robberies, 651 assaults, 1,033 burglaries and 763 larcenies.

Low self pride and self esteem is exemplified in the anti-social behavior and lack of school success among the Detroit learners. The negative stresses on students, teachers, administrators, and citizens in the community seriously affect the school climate.

It is obvious that the societal and school press and the court-ordered desegregation has created a phenomena of dynamics that needs systemic effort

for the development of effective partnerships among parents, students, teachers, administrators and the policy-making school boards. In-service training can begin the process where such development will take place. Detroit Schools have the leadership to affect institutional change in order that the educational process indeed serves the students. The challenges are complex, varied, and deeply imbedded. The investment for significant change to occur must be major surgery -- band aids no longer will suffice -- the patient, the school system, has been sick a very long time.

SECTION III

THE DELIVERY SYSTEM FOR IN-SERVICE TRAINING

In 1975, the Training Institute for Desegregated Education at Wayne State University was initiated as a response to requests from the Detroit Public Schools for technical assistance and follow-up services for problems related to desegregation by race and by sex. The request was made as the Detroit School system faced school desegregation under court order, dwindling school enrollment, violence in the schools, school millage failure, and citizen low expectation of the school systems willingness to renew itself.

The Region I Superintendent's requests were based upon needs identified both by the staffs of the school and Wayne State TIDE Project.

The needs emanate from example problems described here. One problem is the educational leadership which is needed to reduce institutional barriers in order to permit change intervention to take place. A barrier that exists in schools, both at the elementary and secondary level, is the school organization. Usually the manner in which the school is organized facilitates adults rather than students. Administrators often rationalize that holding on to the traditional patterns "is easier for me", "maintains the stability of the school", or "has always been done this way". Little documentation has been done on students and staff. What organization, procedures, or policies may need altering, retained, or eliminated in order to serve students better.

Another problem is that educational decisions are often made without appropriate or sufficient information. Often, external concerns are not the real problems that need addressing. Factors that seem to contribute to the problem may be the result of deeper conflicts that are not obvious. Teachers and administrators feel apathetic in schools where problems seem beyond resolution. Systematic

methods for problem solving is needed in order that teachers and administrators draw valid conclusions for educational decisions. Dispassion changes to enthusiasm and positive expectations when school staff are enabled to solve their own problems.

Common efforts on the part of the school and community to eliminate sexism in education will upgrade the socio-economic levels of the school district. One problem is to devise the mechanism for this to occur. Awareness of persuasiveness of under employment and under education among women may lead to stronger interests in changing traditional educational practises. Thus the needs in 1975 were identified as:

1. The modification of present administrative structure and the development of new administrative procedures to that administrators can become effective change agents with teachers, Region staff, community persons, and students in the process of desegregation by race and by sex.
2. The determination and measurement of desegregation problems in Region I schools within the Northern Constellation.
3. Equal access to participation in course offerings, extra-curricular activities and competitive athletics without regard to race-sex role stereotypes.
4. The adaptation of texts and related materials to reflect a school-wide policy of equal educational opportunity for all students regardless of race and sex.
5. The training of school staff to conduct in-service training related to desegregation by race and sex.

6. The implementation of a comprehensive community relations program of each school within the Northern High School Constellation for the purpose of gaining community support for corrective activities aimed at reducing discrimination by race and sex.

The fourteen schools in Region I which were involved included one high school, two middle schools and fourteen elementary schools.

During its second year of operation, 1976-1977, the project expanded to twenty-two schools and six of the eight Regions in the Detroit School System. The Regions participating are Regions 1, 3, 4, 5, 7, and 8. Region participation was based upon formal requests made to the Project Director. The requested technical assistance and follow-up services were based upon identified needs and to the mission of the project: The reduction and/or elimination of specific selected problems related to desegregation based upon race and sex. The need areas expanded to include:

1. Demonstration of how community support can impact upon the teaching of mathematics.
2. Demonstration of how community support can impact upon the teaching of reading.
3. Training of in-service trainers in regard to racism and sexism in education.
4. Measurement of race and sex discrimination problems as they impact upon educational equity.
5. Training of administrators in educational leadership in order for them to become change agents in modifications of administrative structures and procedures with regard to race and sex discrimination.

6. Development of effective anti-racist and anti-sexist middle school philosophies that will impact upon education, and

7. Revision of reading curricula to individualize instruction.

Effective in-service training in the Institute was not conducted in a vacuum. A comprehensive assessment was conducted on the extent of race and sex stereotyping, institutional racism and sexism and the effects of racially isolated schools and school desegregation. For example, the examination of sexism resulted in close scrutiny of the effects of sexism on girls and women and boys and men in the school system.

Many teachers continue to teach as they have been taught. Sex-race role stereotyping has been institutionalized and often teachers are unaware of overt behavior that discriminates racially or in a sexist manner. For example, 90% of the grade failure occur in elementary school. More boys fail in elementary school than girls, yet boys are expected to act out and receive more attention for their behavior than girls. As a result, boys experience early reinforcement for asserting themselves than girls. Shaping behavior that moves males toward independent achievement and girls toward dependent non-sustained achievement needs further study.

The Wayne State University TIDE Project initiated as a response to requests for services from the Detroit Public Schools has as its main purpose the reduction and/or elimination of problems related to desegregation by race and by sex. The purpose is accomplished through in-service training of adults in the school. The organization for effective training is based upon four assumptions which are:

1. The first is that the greatest impact on responding to local school needs can be made when groups of key individuals are trained to serve as leader-trainers for their own schools. This approach is considered to be more effective

than that of training isolated individuals from different schools and then expecting these individuals to serve as change agents.

2. The second is that greatest commitment to improving total school program can be achieved if team members are representative of the variety of academic disciplines and staff levels within the school (i.e., interdisciplinary). Thus, the interdisciplinary team concept is central to the training program.

3. The third is that team members and program will be most effective if anti-racist and anti-sexist activities are conducted and the learnings infused in the total school curriculum. It is assumed that this approach has been more long term benefits than the special activity one-shot approach such as Black History Week and National Year of Women. Therefore, team members are chosen so that expertise gained from daily job functioning is brought to bear on specific need areas addressed by TIDE.

4. The fourth is that the utilization of support teams to assist Interdisciplinary Training Teams, will increase program effectiveness.

THUS THE INTERDISCIPLINARY TEAM APPROACH MAIN-STREAMED INTO THE DAILY SCHOOL CURRICULUM IS THE FUNDAMENTAL CONCEPT OF EFFECTIVE IN-SERVICE TRAINING FOR THE TIDE PROJECT.

Participants function as part of one of three teams: (1) Local School; (2) Region; (3) University.

Teams are identified from each participating school or Region level. These teams may represent the instructional and non-instructional staff. At the elementary level a team may be composed of:

Principal

Curriculum Leader

Teacher(s)

Para-professional

The middle school team may have:

Principal

Assistant Principal/Curriculum Leader or Staff Coordinator

Teachers

Department Heads

Counselors

Physical Education

The high school may have:

Principal

Assistant Principal/Curriculum Leader/Staff Coordinator

Department Head

Librarian

Counselors

Physical Education

The Region will be made up of Administrators representing:

Superintendent

Curriculum

Evaluation

Achievement

Community Relations

Counseling Services

Board Members

Wayne State University team represents:

Teacher Education

Sociology

School Administration

Educational Psychology

Wayne State University team (cont'd)

Counseling

The team leadership is the titular head of the educational unit. For example, the school building principal is the team leader for all school teams. The fundamental charge of the team is to gain training skills and knowledge to serve as catalytic change agents in the school. Examples of smoothly operating team will have these characteristics: A grasp of, and commitment to, the mission to eradicate race and sex discrimination will be demonstrated by the entire school staff and a significant body of citizens and parents by working in concert with program goals; Effective teaching and increased learning behavior is in evidence. Reorganization of roles and responsibilities to include equity for girls and women will be operable; Techniques of teaching will include emphasis and attention to females in course content; Course development will include focus on females as well as males. Additionally, in the area of race discrimination, the membership of large numbers of black educators and black students will not exempt or preclude the existence of racial discriminatory practises. The passage of the Education Amendments of the 1964 Civil Rights Act and the vigorous protests movement conducted during the 60s has disallowed overt racism. Today sophisticated and subtle race stereotyping is often the present scene. The examination of elitism and classism, that aids and abets racism, are strategies used to detect black-on-black racial practises and detects the liberal posturing on non-blacks, specifically white males. The opening of the educational system to basic inquiries about the justice and true democracy of the nation's social, political, and economic organization needs challenging. This developmental process begins in training intensively during the six week summer Institute. Training centers on the following skills:

1. Consciousness-raising awareness of racism and sexism
2. Identifying local needs
3. Solving problems

4. Acquiring effective communication skills
5. Transferring training techniques
6. Developing, using, and differentiating productive leadership and management skills
7. Reviewing and evaluating teaching techniques
8. Demonstrating understanding of classroom management and disciplinary skills
9. Reviewing and modifying curricular materials
10. Examining and recommending modifications in school organization
11. Examining and recommending modifications in school policies, practices, and procedures
12. Using training techniques as: force-field analysis, cognitive-mapping, group process, observation, group dynamics, etc.
13. Acquiring and developing skills in Program Planning and Management
14. Acquiring and using change agentry skills
15. Measuring race and sex equity in schools, region, and central office
16. Using validated evaluation instruments to measure:
    (a) Tests and Texts
    (b) Mathematics and Reading
    (c) Training and Follow-up
    (d) Athletic Activities, Vocational, Business and Technical Courses
    (e) Community Relations
    (f) Administrators Change Agentry Leadership

Follow-up activities are conducted during the academic year. These activities are structured to plans in the project proposal, adjusted to the present reality of the schools. Techniques acquired during summer training are used to

inform and motivate the school staff and school-community. Schools and Regions are allotted a budget to support their Program Plan of action. All budget items are directly related and written in the Program Plan. Special seminars are given to bring total teams together to increase team members' skills, shore up strengths, to motivate, or to provide new information. One of the most challenging concerns of team members is the need for the creation of time in school day for teams to function with other staff. School principals with cooperative staff can and do carve time out of the school day for these activities.

All teams' activities are supported continuously by the University Team. Full time faculty staff are assigned to schools and represent the disciplines of Educational Leadership in Administration, Counseling, Educational Psychology, Educational Sociology and Teacher Education. Special curriculum skills of the University staff include Reading, Learning Disabilities, Mathematics, Science, Instructional Technology and Community Organization.

SECTION IV

OUTCOMES

The Training Institute for Desegregated Education (TIDE) has assessed its training using Wayne State University created and validated instruments. All phases of the in-service training has been evaluated. Findings of one workshop are presented here.

In examining the feelings and beliefs of the workshop participants, the responses given at the beginning of the workshop on "Trainer of Trainers" were distributed overwhelmingly in the expected direction in this survey.

The responses to the thirty-two item Questionnaire showed that more than half of the non-Blacks and one third of the males did not believe that Black people should be more concerned about racism because Black people are victims. On the other hand, 86% of the Blacks and 75% of the females held the opposite view. Sixty-one to seventy-one percent of the respondents felt that sexism was not as important as racism.

Over 30% of the particpants, irrespective of race and sex, felt that it was difficult to change their behavior. Eighty-two percent of the Black felt that it was unrealistic to believe White people with power were willing to share their power with Black people. Forty-six percent of the non-Blacks agreed with the Blacks. Almost all people recognize the existence of racism in their schools. Twenty-three percent of the Blacks did not feel sexism existed in their schools. Nineteen percent of the females did not feel sexism existed in their schools. Conversely 100% of the males and 96% of the Blacks felt that racism existed in their schools. Blacks were must more concerned about racism than sexism regardless of gender.

Most of the respondents felt that the Principal was not an active participant in the project. Over half of the males and 25% of the Black felt that their schools were not responsive to the community. Particpants felt that more non-Blacks, Administrators, and males should be involved in the project. Administrators were crucial to the success of the project participants stated in overwhelming numbers.

Fifty-nine percent of the Blacks felt that racism would never be eliminated. More Blacks than non-Blacks indicated a willingness for more training and a desire to know more about racism and sexism. Most of the participants agreed that two skills are needed to be an effective team member. They were: (1) How to motivate school staff; and (2) how to communicate effectively. In conclusion, the respondents strongly believed that an effective team should have members who believe that racism and sexism are problems. Respondents also believed that group process and community involvement are key elements in building an effective team for the elimination of racism and sexism in the schools.

The training constituted one hundred eighty hours and involved twenty-eight teams.

SECTION V

SUMMARY - AND FUTURE PROJECTIONS

The emotion laden topics of race and sex are important enough to require systematic intensive in-service training. Much time is needed to increase and sustain awareness. Race and sex stereotypes arise from the belief that certain abilities, traits, and interests usually occur only in men and whites, and other abilities, traits, and interests occur only in women and blacks. These stereotypes are grounded in ignorance and fear and unreasonably restrict the rights of individuals to make their own life choices. They are particularly destructive to children, because they profoundly influence their level of self-esteem, choice of occupation, and means of self-expression.

The Training Institute for Desegregated Education proposes in its third year 1977-78, to expand the project to the Central Staff and Central Board members. Concentration will be on policy setters and key decision makers at the Central and Region staff level. Additionally, twelve new schools will be added to total thirty schools. Thirteen elementary, eight middle and nine high schools will comprise the project. First year schools will concentrate on acquiring techniques in awareness, and therefore in the Developmental stage. Second year schools will attempt to be Models for Detroit schools. These schools will demonstrate and disseminate information regarding strategies, plans, and programs. Schools in their third year of the project will be implementing newly developed materials. Additionally these schools will train staff in the use of the materials and will assist in the development of criteria and models for the infusion of those materials into the curriculum

The In-service Training in this large urban school district must bring about more significant institutional change in the schools. The school environment

is being readied by many serious factors. Some because school people have high hopes, while others feel they've been down too long. Specifically, a predominant number of community and school people feel that their best hope for change is a major operation - with an educational team, equipped well to perform delicate surgery as needed, transfusions when necessary, lower the pressures where possible, and remove the malignancy. The risks involved are there - but the chance for survival is good.

This project not only had a direct impact upon the Detroit Public Schools which is currently undergoing the desegregation process, but also will have many far-reaching ramifications that will far exceed its immediate geographical boundaries. The activities and strategies of the program have been carefully documented and evaluated. More significantly, these activities and strategies can be reflected in schools with similar concerns.